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ABSTRACT

Word lists and class activities are suggested for improving the spelling of elementary school students. The word lists contain rhyming words, antonyms, synonyms, homonyms, 100 spelling demons, look-alike words that are easily confused, and content area words (for geography, mathematics, science, sports, music, social studies). The suggested activities include various types of spelling bees, games, proofreading letters, phonetic respelling, and taped spelling tests. A bibliography of commercial spelling instructional kits is attached. (RL)

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# SPOTLIGHT ON SPELLING

The Language Arts Committee extends wishes for a rewarding New Year as you consider some of the following activities that can promise better spelling for your students. This list of suggestions and ideas is by no means comprehensive or exhaustive. Others will appear in the Sounding Board from time to time. Please share with the committee and staff your ideas that work.


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# I. Spelling Work Lists

## A. Rhyming, Antonyms, Synonyms, Homonyms

### 1. Rhyming

| | | |
|---|---|---|
| rub-tub | reach-peach | splinter-printer |
| sun-run | round-sound | kettle-settle |
| chick-stick | house-mouse | dream-gleam |
| duck-truck | roast-toast | pearls-girls |
| bump-jump | train-rain | purse-nurse |
| wish-fish | park-dark | order-border |
| stand-grand | thank-spank | flights-heights |
| flower-shower | whale-gale | measles-weasels |
| went-bent | must-gust | life-wife |
| drink-wink | shells-bells | marsh-harsh |
| drank-sank | whistle-thistle | mooing-doing |
| run-fun | wheat-heat | numerous-humorous |
| talk-walk | shock-sock | machinery-scenery |
| star-far | coast-boast | fossil-colossal |
| car-tar | boat-coat | match-scratch |
| cake-rake | light-sight | mind-signed |
| nail-pail | funny-bunny | loaf-oaf |
| boy-toy | meeting-greeting | stable-table |
| meat-sect | sand-band | found-around |
| pool-tool | hour-sour | noon-strewn |
| night-fight | head-said | trash-mustache |
| fan-pan | horn-torn | alive-arrive |
| top-mop | cage-age | winner-dinner |
| pain-chain | year-hear | which-rich |
| bid-kid | name-game | knows-clothes |
| chair-flare | most-host | welders-elders |

### 2. Antonyms

| | | |
|---|---|---|
| all-none | here-there | amateur-professional |
| always-never | going-staying | ancient-recent |
| away-near | full-empty | arrive-leave |
| after-before | found-lost | ascend-descend |
| best-worst | kind-cruel | barren-fruitful |
| big-little | many-few | abbreviate-expand |
| bring-take | never-ever | acquaintance-stranger |
| buy-sell | open-closed | brilliant-dull |
| came-went | asleep-awake | boundary-center |
| clean-dirty | some-none | capture-escape |
| cold-hot | light-dark | accelerate-decelerate |
| fast-slow | backward-forward | absence-presence |
| find-lose | beginning-end | pain-pleasure |
| first-last | bottom-top | located-lost |
| against-for | edge-center | started-finished |
| glad-sad | admit-deny | foreign-domestic |
| gave-got | advance-retreat | collect-disperse |
| in-out | tame-wild | guilty-innocent |



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2. Antonyms (Continued)

long-short
new-old
now-later
over-under
play-work
show-hide
start-stop
take-give
did-undid
round-square
follow-lead
head-foot
good-bad
length-width
part-whole
behind-ahead
hate-love
valley-hill
hollow-solid
host-guest
conclusion-beginning
real-ideal
obstruct-aid
increase-decrease

3. Synonyms

all-everything
before-ahead
big-large
go-leave
can-able
come-arrive
far-distant
fast-rapid
for-with
over-above
pretty-beautiful
pull-tug
run-trot
begin-start
here-at
hot-warm
is-be
no-not
new-recent
let-allow
cold-frigid
dish-plate
almost-nearly
carpet-rug
see-behold
drink-beverage
exceed-surpass
better-greater
black-ebony
carry-convey
buy-purchase
came-arrived
clean-unsoiled
play-frolic
eat-devour
find-locate
first-prior
show-display
abode-dwelling
warm-tepid
get-obtain
alike-similar
happy-glad
just-fair
considerate-kind
many-numerous
live-dwell
diminish-extenuate
open-overt
now-immediately
old-ancient
annoy-disturb
found-located
round-circular
slumber-sleep
confined-limited
goes-leaves
burro-donkey
remnant-leaving
green-verdant
anxiety-worry
amusement-entertainment
agreement-understanding
illuminate-light
amateur-beginner
ascend-rise
argument-dispute
blanket-cover
auditorium-hall
friend-acquaintance
near-adjacent
alibi-excuse
agriculture-farming
street-boulevard
hide-camouflage
figure-calculate
capture-catch
perform-accomplish

4. Homonyms

be-bee
blue-blew
by-buy-bye
for-four-fore
here-hear
no-know
or-ore-oar
our-hour
to-two-too
see-sea
tail-tale
red-read
right-write
there-their-they're
would-wood
you-ewe
ate-eight
sell-cell
all-awl
new-knew
main-mane
heard-herd
your-you're
medal-meddle
flour-flower
ceiling-sealing
break-brake
some-sum
bred-bread
waist-waste
him-hymn
whole-hole
wave-waive

4. Homonyms (Continued)

pale-pail
sail-sale
fir-fur
ring-sring
gait-gate
fair-fare
hair-hare
meet-meat
pour-pore-poor
dear-deer
soar-sore
sole-soul
do-dew-due
maul-mall
bail-bale
cannon-canon
doe-dough
earn-urn
feat-feet-fete
hart-heart
idol-idle-idyl
jam-jamb
karnel-colonel
lack-lac
mail-male
oar-o'er-ore
paced-paste
quire-choir
rain-reigh-rein
seed-cede
taught-taut
vane-vein-vain
allowed-aloud
arc-ark
beat-beet
caste-cast
teem-team
rigger-rigor
reseat-receipt

grown-groan
weight-wait
great-grate
foul-fowl
vale-veil
heir-air
way-weigh
rose-rows
soot-suit
steal-steel
stare-stair
bare-bear
bore-boar
ail-ale
alter-altar
annalist-analyst
augur-auger
bans-bands
bard-barred
baron-barren
caddy-cadi
canvas-canvass
compliment-complement
dependents-dependence
fissure-fisher
senses-census
profit-prophet
brewed-brood
berry-bury
raise-rays-raze
liar-lyre-lier
instants-instance
borough-burrow
purl-pearl
cymbal-symbol
brows-browse
phrase-frays
links-lynx
morn-mourn

night-knight
way-weigh
aunt-ant
weave-we've
bowl-bole
wet-whet
rough-ruff
wear-ware
pair-pare-pear
base-bass
sow-sew-so
bough-bow
skull-scull
yoke-yolk
adds-adz-adze
arrant-errant
asperation-aspiration
axes-axis
bait-bate
bald-bawled
beach-beech
beer-bier
carat-carrot-caret
cash-cache
chaste-chased
cite-site-sight
wade-weighed
throw-throe
chute-shoot
praise-preys-prays
oracle-auricle
mantel-mantle
marten-mertin
incite-insight
cue-queue
clause-claws
berth-birth
accalamation-acclimation
correspondence-correspondents

B. 100 Spelling Demons

| | | | | |
|---|---|---|---|---|
| ache | break | could | every | here |
| again | built | country | February | hoarse |
| always | business | dear | forty | hour |
| among | busy | doctor | friend | instead |
| answer | buy | does | grammar | just |
| any | can't | done | guess | knew |
| been | choose | don't | half | know |
| beginning | color | early | having | laid |
| believe | coming | easy | hear | loose |
| blue | cough | enough | heard | lose |

B. 100 Spelling Demons (Continued)

| | | | | |
|---|---|---|---|---|
| making | read | sugar | too | where |
| many | really | sure | trouble | whether |
| meant | said | tear | truly | which |
| minute | say (says) | their | tuesday | whole |
| much | seem (seems) | there | two | women |
| none | separate | they | use (used) | won't |
| often | shoe (shoes) | though | very | would |
| once | since | through | wear | write |
| piece | some | tired | wednesday | writing |
| raise | straight | tonight | week | wrote |

C. Look-alikes

Some words are easily confused with others. Both homonyms and other kinds of words that look and sound somewhat alike can cause trouble. The exercises below will help you test your knowledge of the use of these words.

Each of the following sentences contains a choice of homonyms. Select the correct homonym to complete the sentence.

1. _____ (Their, They're, There) all coming tomorrow.
2. The _____ (aisle, isle) was blocked by boxes.
3. _____ (It's, Its) a shame you can't go with us.
4. Everyone is _____ (all ready, already).
5. The gooseberry bush is _____ (dyeing, dying).
6. Sharon is going to _____ (altar, alter) her coat.
7. The _____ (passed, past) hour has seemed endless.
8. Rome is the _____ (capital, capitol) of Italy.
9. Mother baked _____ (currant, current) cookies.
10. Thank you for the _____ (complement, compliment).
11. Did the captain _____ (sight, site) land?
12. He gave her a gift of _____ (staticnary, stationery).
13. Everyone has eaten _____ (all ready, already).
14. The _____ (principal, principle) crop is corn.
15. The statue was placed near the steps of the _____ (capital, capitol).

C. Look-alikes (Continued)

16. We saw _____ (their, they're, there) new car.

17. This is a good _____ (sight, site) for our new home.

18. The kitchen table is _____ (stationary, stationery).

19. Chris is _____ (dyeing, dying) her dress blue.

20. The show will be much the best of _____ (it's, its) kind.

21. Time _____ (passed, past) slowly.

22. We believe in the _____ (principal, principle) of freedom of speech.

23. The material in the dress was so _____ (coarse, course) that it scratched the side of my neck.

24. The school _____ (principal, principle) made a short speech.

25. I put the book over _____ (their, they're, there) on the table.

The sentences below contain words that are often confused and incorrectly used. Complete the sentences by choosing the correct word.

1. You should _____ (accept, except) a gift graciously.

2. He was _____ (lightening, lightning) the load on the mule.

3. Did the family _____ (desert, dessert) the farm?

4. The islands are not _____ (charted, chattered).

5. I have a blue _____ (envelop, envelope).

6. If I had to _____ (choose, chose) my favorite city, I would pick Sydney.

7. Why don't you _____ (sit, set) here?

8. My parents _____ (taught, learned) me to be courteous.

9. The river has been _____ (rising, raising) all night long.

10. The dog's _____ (lying, laying) on the mat.

11. Jim plans to _____ (sit, set) the new radio on his desk.

12. Fog will _____ (envelop, envelope) the city during the night.

C. Look-alikes (Continued)

13. What are you having for _____ (desert, dessert)?

14. Please give me your _____ (advice, advise).

15. Did Mary _____ (loose, lose) her glasses again?

16. He _____ (emigrated, immigrated) from Norway.

17. The disease _____ (affected, effected) his mind.

18. _____ (lightening, Lightning) flashed across the sky.

19. Christine was an _____ (angel, angle) in the Christmas play.

20. _____ (Leave, Let) me alone.

21. Everyone won a prize _____ (accept, except) Jack.

22. Who is going _____ (beside, besides) us?

23. Did you finally _____ (learn, teach) Sammy to swim?

24. The university was _____ (charted, chartered) in 1896.

25. I _____ (choose, chose) green paint for my room yesterday.

26. The diamond in her engagement ring is _____ (loose, lose).

27. Dennis asked Bob to _____ (advise, advise) him about buying a car.

28. Tony _____ (emigrated, immigrated) to Canada last year.

29. In hockey, a goalie comes out of the net to cut down the (angel, angle) of the shot.

30. The _____ (affect, effect) of the brawl was obvious.

D. Content Words

Geography Terms

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | Africa | 11. | communities | 21. | Europe | 31. | minerals |
| 2. | altitudes | 12. | coniferous | 22. | forest | 32. | moisture |
| 3. | Antartica | 13. | continent | 23. | harbor | 33. | mountains |
| 4. | Appalacnians | 14. | countries | 24. | industries | 34. | nations |
| 5. | Artic | 15. | crops | 25. | irrigated | 35. | natural |
| 6. | Asia | 16. | cultivate | 26. | isolated | 36. | North America |
| 7. | Australia | 17. | desert | 27. | latitudes | 37. | oasis |
| 8. | barriers | 18. | Egyptians | 28. | locate | 38. | people |
| 9. | climatic | 19. | environment | 29. | longitudes | 39. | polar |
| 10. | communications | 20. | equator | 30. | microclimates | 40. | poverty |

D. Content Words (Continued)

Geography Terms (Continued)

41. rainfall
42. regions
43. resources
44. seasons
45. sphere
46. temperature
47. thermometer
48. trade
49. transportation
50. tropical

Health Terms

1. abdomen
2. alcoholic
3. ancestor
4. antibiotics
5. appetite
6. auditory
7. bacteria
8. bruise
9. caffiene
10. capilaries
11. carbohydrates
12. cartilage
13. citrus
14. considerate
15. cooperate
16. courtesy
17. cuticle
18. deficiency
19. dermis
20. diaphragm
21. digestion
22. diphtheria
23. eardrum
24. endocrine
25. epidermis
26. epiglotus
27. esophagus
28. follicle
29. gauze
30. genes
31. heredity
32. hormone
33. immune
34. infectious
35. inherit
36. intestine
37. microbe
38. muscle
39. nostrils
40. nutrition
41. perspiration
42. poison
43. pores
44. posture
45. responsibility
46. skull
47. tobacco
48. vaccine
49. vibration
50. vitamins

Language Arts (English) Terms

1. adjective
2. adverb
3. autobiography
4. biography
5. capitalization
6. clause
7. comma
8. complement
9. composition
10. compound
11. conjunction
12. description
13. dictionary
14. encyclopedia
15. essay
16. fiction
17. fragment
18. gerund
19. grammar
20. infinitive
21. interjection
22. language
23. library
24. literature
25. modifier
26. outline
27. organize
28. paragraph
29. participle
30. phrase
31. poetry
32. predicate
33. prefix
34. preposition
35. pronoun
36. pronounce
37. pronunciation
38. punctuation
39. quotation
40. rhyme
41. rhythm
42. sentence
43. Shakespeare
44. speech
45. subject
46. subordinate
47. suffix
48. verb
49. vocabula
50. writing

Math Terms

1. absolute
2. addition
3. algebra
4. bushel
5. cardinal
6. centimeter
7. circumference
8. coefficient
9. cone
10. coordinates
11. counting
12. cube
13. cylinder
14. decimal
15. decimeter
16. denominator
17. diameter
18. division
19. equal
20. equation
21. equivalent
22. factor
23. facts
24. foot
25. fourth
26. fraction
27. gallon
28. geometry
29. gram
30. graph
31. half
32. horizontal
33. inch
34. intersect
35. isosceles
36. kilograms
37. length
38. linear
39. liter
40. mathematics

D. Content Words (Continued)

Math Terms (Continued)

41. measurement
42. meter
43. metric
44. milliliter
45. millimeter
46. minus
47. multiplication
48. number
49. numeral
50. numerator
51. numerical
52. order
53. ordinal
54. ounce
55. parallel
56. pint
57. plus
58. prime
59. problem
60. quart
61. quotient
62. rectangle
63. region
64. segment
65. solution
66. sphere
67. square
68. subtraction
69. sum
70. table
71. third
72. triangle
73. variable
74. vertical
75. yard

Music Terms

1. accompany
2. accompaniment
3. accordian
4. allegro
5. andante
6. aria
7. ballad
8. ballet
9. band
10. baritone
11. baroque
12. bass
13. bassoon
14. baton
15. brass
16. choir
17. chord
18. chorus
19. clarinet
20. composer
21. composition
22. concert
23. conductor
24. cornet
25. director
26. duet
27. dynamics
28. flat
29. flute
30. fugue
31. harmony
32. hymn
33. improvise
34. interval
35. jazz
36. legato
37. march
38. major
39. measure
40. minor
41. music
42. musician
43. oboe
44. opera
45. oratorio
46. orchestra
47. overture
48. percussion
49. piano
50. pianist
51. piccolo
52. podium
53. recitative
54. renaissance
55. rhythm
56. ritard
57. rondo
58. round
59. saxophone
60. score
61. sharp
62. soprano
63. staff
64. symphony
65. tenor
66. triad
67. trio
68. trombone
69. trumpet
70. tuba
71. woodwind
72. xylophone

Science Terms

1. absorb
2. alloy
3. atmosphere
4. atom
5. bacteria
6. capillary
7. cell
8. characteristics
9. classify
10. climate
11. compound
12. conservation
13. decompose
14. density
15. diffusion
16. disintegrate
17. electron
18. element
19. energy
20. environment
21. experiment
22. fluid
23. formula
24. galaxy
25. gravity
26. humidity
27. liquid
28. material
29. matter
30. membrane
32. mineral
32. molecule
33. negative
34. nerve
35. nucleus
36. organism
37. oxygen
38. pollution
39. positive
40. precipitation
41. protein
42. proton
43. solid
44. solution
45. substance
46. temperature
47. theory
48. tissue
49. velocity
50. volume

D. Content Words (Continued)

Sports Terms

1. athlete
2. athletic
3. badminton
4. baseball
5. basketball
6. captain
7. catcher
8. champion
9. competition
10. competitor
11. defense
12. diamond
13. equipment
14. fatigue
15. football
16. forfeit
17. forward
18. guard
19. gymnasium
20. gymnastics
21. hurdle
22. injury
23. intramural
24. offense
25. official
26. opponent
27. opposition
28. overtime
29. pattern
30. penalty
31. physical
32. pitcher
33. pivot
34. racket or
35. racquet
36. referee
37. running
38. sportsmanship
39. stadium
40. substitute
41. substitution
42. tackle
43. tennis
44. tournament
45. varsity
46. victorious
47. victory
48. volleyball
49. wrestle
50. wrestling

Social Studies Terms

1. abolish
2. amendment
3. canal
4. civilian
5. colony
6. colonization
7. commerce
8. community
9. compromise
10. conservative
11. democracy
12. depression
13. dictatorship
14. diplomacy
15. economic
16. embargo
17. empire
18. enterprise
19. exploration
20. federal
21. fiscal
22. freedom
23. government
24. immigrant
25. inflation
26. inaugural
27. independence
28. intolerable
29. judical
30. legislative
31. majority
32. manuscript
33. minority
34. monarchy
35. national
36. parliment
37. pioneer
38. political
39. proclamation
40. recession
41. reconstruction
42. reform
43. regime
44. republic
45. representative
46. revolutionary
47. suffrage
48. territory
49. uranimous
50. voyage

II. Spelling Bees

While Spelling Bees tend to eliminate, and perhaps discourage poor spellers, the committee still considers them motivating and challeging activities for most students. Here are a couple of suggestions for varying the Spelling Bee concept:

A. "Chain Spelling Bee"

The "chain spelling bee" gives even the poor speller a chance to compete with the others.

INSTRUCTIONS:

1. The class is divided into two opposing sides with an equal number of students on each side. The teacher may want to select those students for each side so that each side has an equal number of good spellers. (Students may sit or stand.)

2. A coin toss is used to decide which side starts the spelling.

3. The first person to spell can spell any word he wishes.

A. "Chain Spelling Bee" (Continued)

4. The opponent on the other side must now correctly spell a word that begins with the last letter of the word just spelled. (Thus, begins the chain spelling, with each opponent spelling correctly a word that begins with the last letter of the word just spelled.)

5. If a student misspells a word on the first try, [illegible] cannot think of a word within a reasonable amount of time, he/she must sit down or drop out of the contest.

6. If a student misspells a word, the next opponent on the other side can now spell any word he wishes.

7. The same word cannot be spelled twice, but a different form of the word can be spelled, such as work and worked. If a student spells a word that has already been spelled, he is given two more chances to spell a different one.

8. The object of the contest is to spell a word that ends with a letter that few words begin with. For example, if a student spells tax, the next opponent must spell a word beginning with x, which may be most difficult.

9. The winner of the spelling bee is the student left standing after his last opponent either misspells a word or cannot think of one.

10. The teacher may wish to omit proper nouns from the spelling bee.

B. School Wide Spelling Projects

Some schools are setting up Spelling Bees tournament fashion making them a part of the weekly drills. After a series of classroom spelling bees, a class champion and runner-up are determined. Then a grade contest is held, and finally a division (primary, intermediate) or school champion is declared.

III. Spelling Activities

A. Spelling Game (Group)

This group game is a bit difficult to get started, but once the rules are learned, it is highly motivating and a very effective drill for learning to spell.

Each student should have a correctly spelled list of the words to be practiced on his desk. The object of the game is to become a "winner" and write one's name in the winner's box on the chalkboard. To become a "winner", one must spell correctly the number of words established when the game begins. A reasonable number is five to ten depending upon the sophistification of the group.

A. Spelling Game (Group) (Continued)

Procedure:

1. Select 2 writers,
   1 caller,
   1 pointer,
   1 judge (this should be the teacher in the beginning)
   Challengers (students left in their desks)

2. Writers go to the board. Each has a piece of chalk. Extra pieces of chalk should be in the chalk tray.

3. The pointer stands between the writers and faces the challengers.

4. The judge stands at the back of the room and watches the writers.

5. The caller calls the first word.

6. The writers write:

| | |
|---|---|
| 1. menu | 1. menu |
| 2. meal | 2. meel |

7. As soon as a writer makes a mistake, the challengers raise their hands. The pointer points to the first challenger, who rushes to the board and tries to write the word correctly before the writer corrects his error.

8. The writer may only correct his mistake by beginning over. If he erases, he must automatically sit down and the pointer selects someone to replace him. If the writer corrects his mistake before the challenger, he continues to write. The judge decides who was correct first. If the challenger beats him, the challenger then becomes writer and the game continues until someone has written five words correctly.

9. The winner writes his name in the Winner's Box and selects someone to replace him. The game continues.

10. When a challenger replaces a writer, the word he has challenged becomes his first word and continues until he misses or becomes a winner.

B. Proof Reading Activities (Independent)

Since the achievement test requires the student to mark the misspelled word, the committee suggests proof reading type activities such as those listed below. This exercise came from Bomar, Elementary Skills Series: Postmarks, Book E, pp. 6 & 7; and Fans Mail, Book F, pp. 8 & 9.

**The Sea Urchin Inn**

DENNISPORT, MASSACHUSETTS
CAPE COD

Dear Susan,
I don't remember ever seeing so many fish. Along each street and avenue the fried clam stands squeeze together with fish and chips stands. Yesterday we even had our own clambake on the beach. We used rakes to loosen the sand. Then we'd dig. We not only got clams for ourselves, but there were enuf for company! I asked a boy from the inn to join us. Afterwards, he took me jumping in huje mounds of sand called dunes. It was a blast! Today we had some difficultey finding the dunes again. Last night a strong wind blew agenst them. Like magic, the dunes disapeered.

See you,
Spug

• **Find the 10 misspelled demons in the letter.**
**Write them on the lines below. Use your best handwriting.**

_____ _____

_____ _____

_____ _____

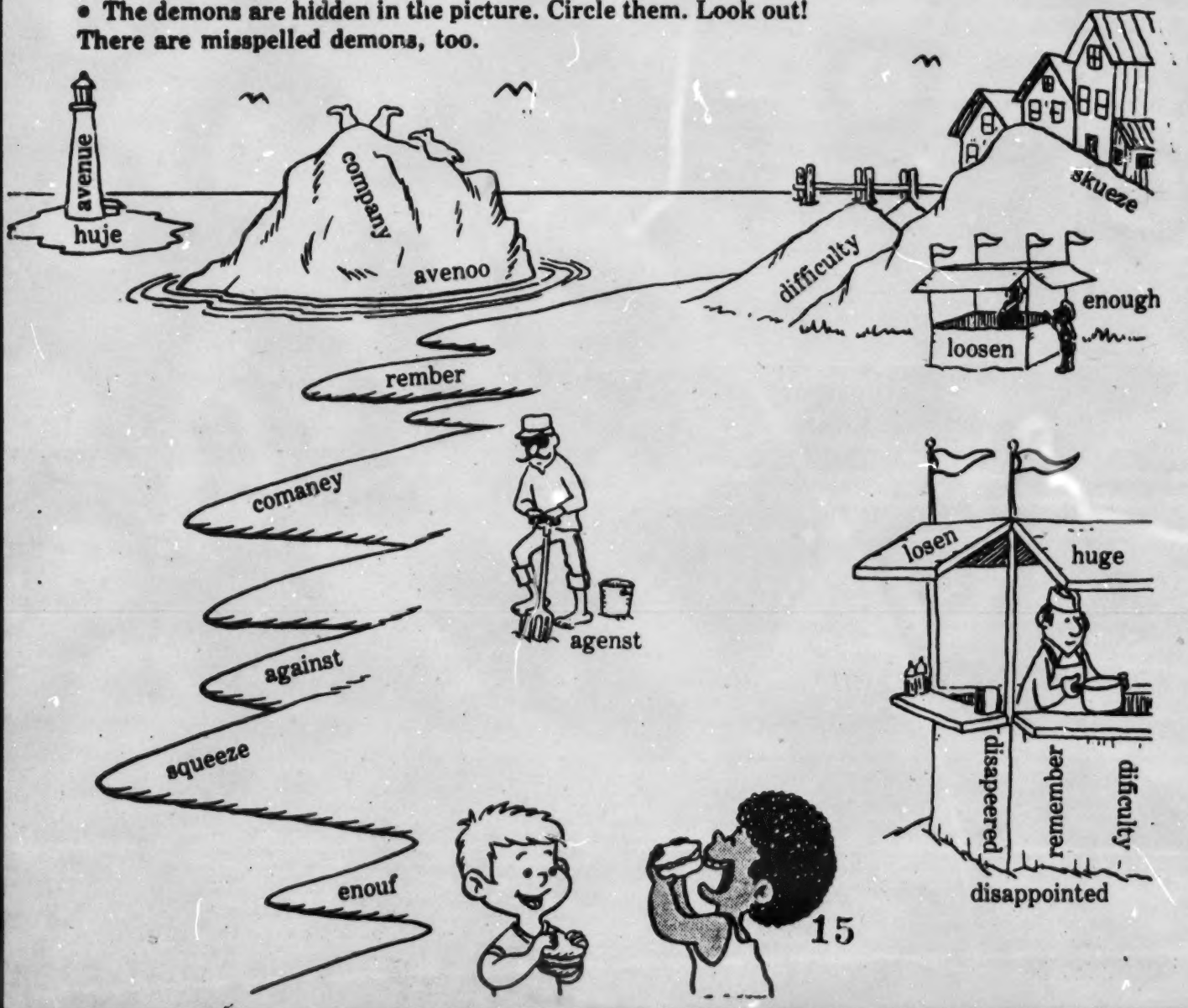
_____ _____

_____ _____

_____

**HIDDEN DEMONS**

• **The demons are hidden in the picture. Circle them. Look out!**
**There are misspelled demons, too.**



Dear Speedy Demon,
How do you suman up the courage to take such risks? What has been your most threling sencation? Are you really going to try riding your motercicle on a tightrope? I hear you want to sespand it across the Rocky Mountains. Doesn't it seem a bit danjerous? Just remember the micanical feelure you had while leaping between sky-scrapers in New York. It's just that I idalize you. I don't want to see you hurt again. It's been estamated that you've already broken 738 bones. (That is interesting because there are only about 200 bones in the body.)

A fan,
Rachel Bernstein

• **Find the 10 misspelled demons in the letter.**
**Write them on the lines below. Use your best handwriting.**

_____ _____

_____ _____

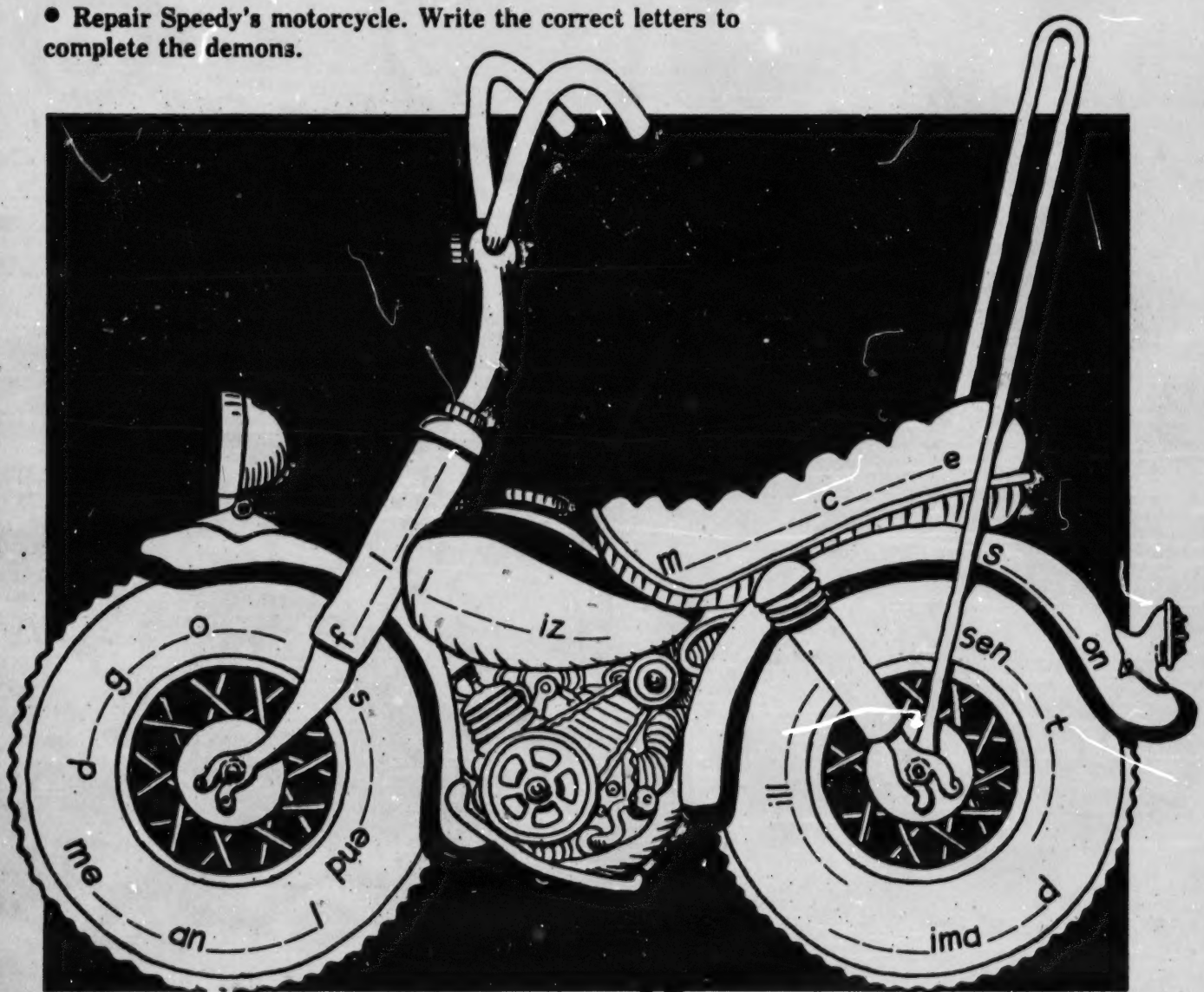
_____ _____

_____ _____

_____ _____

_____

• **Repair Speedy's motorcycle. Write the correct letters to complete the demons.**



C. Bean Bag Spelling Battle (Group)

Materials: small bean bag (eraser will do)
3 envelopes (pockets or cans)

On small pieces of paper (3 colors) write words in varying degrees of difficulty. Place easy words in 5 point pocket, average words in the 10 point pocket, and hard words in the 15 point pocket.

Divide the class into 2 groups.

Toss the bean bag to one team. The student who catches the bean bag requests a 5, 10, or 15 point word. If he gets it right, his team gets the number of points he chose. If he misses, no points are given. Alternate throws with the teams for a time period or for a designated number of tosses. Keep score.

This activity allows slower students to succeed by having the opportunity to recognize words on their level. It is an exciting way to expose the entire group to the words for review or drill. It can easily be adapted to include spelling, math, or study questions for content areas.

IV. Techniques and Drill

A. Multisensory--Have student look at word, say it, write it in the air, using the index finger. Write and spell it five times in large strokes on a rough surface (carpet, rough wall, coarse sand paper, sand or salt box).

B. Phonetic Respelling

Phonetic respelling could be a confusing activity, however, it too, can have a place in pointing out the variety of sounds produced by the same letters and letter combinations. This example is taken from Webster-McGraw-Hill, Vocabulary Booster, Level A, pp. 22 & 23.

C. Language Master (Individual)

Several schools have language masters and these can be especially useful for the slower paced students. Words can be written on small slips of paper, attached to the recorder card, and repeated as many times as the student might need to see and hear it.

D. Taped Spelling Tests (Individual or Small Group)

After students have practiced in a variety of ways, they may need to take a make-up or "second or third chance" test. This would require a bit of extra preparation on the teacher's part because the test would have to be recorded by the teacher or an able student.

NOTES +10

## LESSON 43

The two-letter symbol *zh* stands for the consonant sound spelled by *s* in *pleasure*.

- **di vi sion** (də vizh' ən)
- **treas ure** (trezh' ər)
- **treas ur er** (trezh' ər ər)
- **treas ur y** (trezh' ər ē)
- **u su al** (ū' zhu əl)

- **ga rage** (gə räzh')

1. _____
2. _____
3. _____
4. _____
5. _____

ū kan prə nouns' ē' zē wėrdz and trik' ē wėrdz if ū nō ŦHə fôr' tē-fôr' sim' biz fôr ŦHə sounᵭz.

ū kan prə nouns' long wėrdz az ēz' ə lē az shôrt wėrdz if ū fol' ō ŦHə dik' shən er' ē spel' ingz sil' ə bl bī sil' ə bl.

## LESSON 44

This *pronunciation key* shows the twenty-five dictionary symbols for the consonant sounds in the English language. Go over all the consonant symbols and try to learn each key word by heart.

1. _____
2. _____
3. _____
4. _____
5. _____

| | | | |
|---|---|---|---|
| b | bad | l | land |
| ch | child | m | me |
| d | did | n | no |
| f | fat | ng | long |
| g | go | p | paper |
| h | he | r | run |
| j | jam | s | say |
| k | kind | sh | she |
| t | tell | hw | when |
| th | thin | y | young |
| ŦH | then | z | zero |
| v | very | zh | measure |
| w | will | | |

NOTES +10

## LESSON 45

This *pronunciation key* shows the dictionary symbols for the nineteen vowel sounds in the English language.

| | | | |
|---|---|---|---|
| a | hat | o | hot |
| ā | age | ō | open |
| ã | care | ô | order |
| ä | far | oi | oil |
| e | let | ou | house |
| ē | be | u | cup |
| ėr | her | ū | use |
| i | it | u̇ | full |
| ī | ice | ü | rule |

1. _____
2. _____
3. _____
4. _____
5. _____

ə stands for:

*a* in *about*
*e* in *taken*
*i* in *April*
*o* in *lemon*
*u* in *circus*

## LESSON 46

1. _____ (ə prüv')
2. _____ (fānt)
3. _____ (gest)
4. _____ (mō' shən)
5. _____ (ôf' ər)
6. _____ (sir' ē əs)
7. _____ (swift)
8. _____ (tôs)

When an entry word has more than one meaning, the dictionary numbers the different meanings, or definitions.

Sometimes sentences, or parts of sentences, help make the definitions easier to understand.

• **ap prove** (ə prüv'), —*v.* **1.** To think well of; to be pleased with. **2.** To give favorable opinion: *approve of an action.* **3.** To consent to: *Father approved all our picnic plans.* **ap proved, ap proving.**

## VI. Bibliography

Listed are some materials available in paperback and kits.

Bomar *Elementary Spelling Skills Series*, Books A-F

Xerox *Spelling Errors You Hate to Make*

Webster-McGraw Hill *Dr. Spello*

Economy *Continuous Progress in Spelling*, spelling activities and games

Laidlaw *Growth in Spelling*, Books 1-8

Rand McNally *Spelling-Language Learning Games*, Kits 1 & 2

Addison-Wesley *Target Spelling Skills Program*, Kits 1 & 2

SRA *Spelling Word Power Laboratory Series*, Kits, grades 4-8

Steck-Vaughn *Target Spelling* Remedial, grades 1-6

Learnco Incorporated *Spellmaster* Resource Book & Management Program Books 1 & 2

### Available in Materials Center

R-42 Basic Elementary Spelling Skills

R-405 Spelling from the Old Blue Back Speller

K-888 Individualized Language Arts, Program, Series 3 P

F-337 Spelling Is Easy IJ

K-1371-1375 The Spelling Monsters P